Learning Conversation Notes	
Name of Partner:	Date: January 17, 2006
RUSD/City of Rocklin Inclusive Preschool	
Number of Children Served:	Ages:
Typically developed children 90	Of the 17 children with special needs:
Children with special needs 17	6 - 3 year olds
	8 - 4 year olds
	3 - 5 year olds
	Of the 90 typically developed children: 42 - 3 year olds 48 - 4 year olds
When Served: August 22, 2005 to present	Gender: 8 of the children with special needs were males and 9 were female
	45 of the typically developed children were males and 51 were female
	Ethnicity: Of the children with special needs: 16 were Caucasian, and one was Hispanic

Conversation Participants: Kathryn Magoffin, Michele Young, Betty DiRegolo, Kerry Kurtzman, Brad Childs, Don Ferretti, Nancy Baggett, Mike Romero, Barbara Guenther, Janey Crider

Outcomes:

- The parent support system for children with special needs will be enhanced.
- Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.
- Children will enhance their ability to be ready to succeed in kindergarten.
- Mutual benefits and awareness will occur for both the special needs children and typically developed children involved in the program.
- Staff supervision will be provided with Rocklin Unified School District funds to sustain integrating children with special needs in an inclusive preschool setting by July1, 2006

Performance Measures:

- Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided).
- Parent satisfaction survey
- Videos and Photographs
- Inventory of skills for each child
- Early identification rates
- Documentation showing the reduction of First 5 Placer funds used in fiscal year 2006-2007 for staff supervision.

What is this data telling us about achievement of outcomes?

Of the 100 children enrolled in kindergarten at Rock Creek Elementary, one child with special needs had attended the Rock Creek preschool, 10 typically developed children had attended the City of Rocklin preschool. (2004-2005)

Typically developed preschoolers:

There are more females in this reporting period. Females tend to be school ready earlier than the males (Potty training issues and the ability to sit still).

4-yr old Pretest

Most of the 4-yr olds demonstrated overall kindergarten readiness early in the school year. There was typically one or two skills in each domain that indicated the children needed to develop more skill as a class.

3-yr old Pretest

Entering 3 yr olds typically scored low on the pretest.

There was an unusually high number of children this year with a wide variety of restrictive needs. RUSD is using this experience to revise the method for collecting the developmental baseline data.

Children with special needs:

Three of the five children tested on the 4-yr old developmental measurement (above) are repeating students. Two are tuition based regular attendees at the city preschool.

3-yr olds – Special Needs

Strengths: matching primary colors, pointing to body parts, knows and responds to name, completes inset puzzle 3-5 pieces, separates from parent, takes turns with assistance, balances on one foot momentarily, kicks ball forward with toe, passes large ball in circle, builds block tower with 5+ blocks, imitates vertical, horizontal circle line.

There are some core areas with this tool where they expect to see the most growth as a result of the inclusive program. These areas are gross motor skills, fine motor skills, general, social emotional and self-help. Areas targeted for intervention will probably show a slower rate of growth.

4-yr old – Special Needs

There are some core areas with this tool where they expect to see the most growth as a result of the inclusive program for these 4-yr olds: Readiness, general, self-help, social emotional, gross motor, and fine motor.

Strengths are: Names primary colors, understands more/less, recognizes own name in print, one to one correspondence to ten, names body parts, repeats at least 3 words/digits, fastens and unfastens clothing, and completes inset puzzle with 3-5 pieces, sentence length of 5-6 words (minimum), can respond to conversation of others (at least one time), uses social language "hi, bye, please, thank you". Pedals and steers a tricycle, kicks rolled ball with toe, runs with good arm/leg coordination, copies circle/cross, cuts on a line continuously, and strings half inch beads.

RUSD is expecting an increase in the number of children enrolled with special needs due to the increased number of referrals year to date for the 2005-2006 school year. In 2003-04 there were 111 children referred for possible special needs. In 2005 there were 116, and year to date there are 95.

(2005-2006) Of 95 referrals, 15 had IEP's developed for them. Approximately 10% of the children need IEP's. This number seems high, but it includes less severe needs as well as severe needs (ie: some sort of speech issue like sounding out the letter "r").

Demographics reflect approximately the same number of children with special needs as last year. The number is down slightly only because of the opening of a third school at Ruhkala.

Photos and Videos:

Photos and videos were shown relating to the achievement of outcomes.

- Strong emphasis is placed on the instructional assistant facilitating the child's
 participation in the activities rather than doing it for them to maximize peer
 interaction.
- Teachers as well the integration specialist will assist the children with special needs.
- Children involved in appropriate developmental instruction and activities.

In what ways will we apply what we have learned from our data?

It would be nice to have the data highlight indicators that could be focused on referencing developmental milestones. It would be helpful to also separate the numbers for the children with special needs.

Other points that were made during the conversation:

Foundation Class was established for children who were just not quite ready for kindergarten. This is a pilot class.

Even though the number of referrals are growing the number of IEP's is not yet reflecting this growth mainly because the children have not yet reached age 3.

The school board is supportive of these programs and funds are provided through the general fund.

The benefit of having the school district provide these programs is being able to provide quality control and graduating many of these children.

Building on their strengths is key, and providing intervention on areas of weakness is a winning combination for these kids.

Next Steps:

City of Rocklin needs to clear up problem of providing ethnicity demographics as required by the scope of work.

Need to set up meeting time so that all participants can be present at the start of the learning conversation.

Have partner prepared to walk through the data to encourage stories and anecdotes while the data is presented.

Tie the photos and video to the outcomes. If a video is to be presented, arrive early to set up projector.

Next learning conversation will be Wednesday, May 17, 2006 2:00 - 5:30 pm.